

Description

**PESHAWAR PRIMARY HOME SCHOOL
PILOT PROJECT**

(Draft)

**UNIVERSITY OF NEBRASKA AT OMAHA
EDUCATION SECTOR SUPPORT PROJECT**
Peshawar, Pakistan

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DRAFT

Description

of

UNO/ESSP PESHAWAR PRIMARY HOME SCHOOL PILOT PROJECT

BACKGROUND

Afghanistan has been devastated by over 15 years of war and civil strife. Reconstruction will require the participation of every man, woman, and child. Education will play an important role in this effort. It has been shown that there is a direct correlation between economic development and the education level of females. Education is perhaps the single most powerful means available to combat infant, child and maternal mortality, and high fertility rates.

Educational projects developed by NGOs during the war years took a secondary position to the struggle for freedom. To help meet the postwar educational needs of Afghanistan, NGOs must play an active role in support of community based efforts. Female literacy is currently estimated to be below 8 percent for females (footnote ¹ & ²).

Since 1985, UNO/ESSP has played a significant role in the promotion of education by providing textbooks, teaching guides, and training for men and women teachers. They have addressed educational sustainability through institutionally strengthening the ESSP created Education Center for Afghanistan (ECA). In 1992

¹"Illiteracy rate in Afghanistan for females is 95%"- Office of the AID REP for Afghanistan Strategy, page 4, March 1993

²Illiteracy rate for females in rural areas is 93.6% as defined in UNO/ESSP research pilot study in five rural villages of Nangarhar Province, July 1993.

USAID/Afghanistan requested UNO/ESSP to develop a strategy for addressing gender equity in the Afghan educational context. An outline for EQUITY IMPROVEMENT WITHIN ESSP was developed by May Rihani of Creative Associates International, Inc. (CAII). In April 1993 Nagat El-Sanabary, also of CAII, completed a report on FRAMEWORK FOR ACHIEVING GENDER EQUITY IN AFGHAN EDUCATION. As a follow-up to these papers, in May 1993, a pilot home school project for women adult literacy was started in Peshawar by UNO/ESSP.

UNO/ESSP's experience in primary education and with the adult literacy pilot home school project have been useful in developing the primary home school project. Three pilot primary home schools were established in Peshawar in November and December 1993. This pilot approach allows for testing of all project components under various conditions and for necessary adjustments to be made before implementation inside Afghanistan. From the experience gained in establishing the home school pilot projects in Peshawar, UNO/ESSP is well positioned to implement the next phase of the home school project in the urban areas of Afghanistan, before moving the project to the rural areas for the final phase. It is recommended that any agency or government undertaking a home school project follow a similar type of phased implementation plan.

Documented below is a description of the primary home school pilot project. In both the design and implementation of this pilot project, care has been taken to allow for the importance of religion and culture in Afghan society and the traditional role of females. The implementation of these two pilot projects and UNO/ESSP's experience over the last 8 years make it one of the forerunners in the field of education in Afghanistan.

OBJECTIVE

To develop, describe, field test and modify, as required, a primary home school model, educational materials, and curriculum as a framework for a low-cost project design for Afghanistan.

IMPLEMENTATION STRATEGY

Three schools have been established under the Peshawar primary pilot home school project. The schools are located in close proximity to the UNO/ESSP office,

allowing easy access for staff. The use of educational materials, implementation of curriculum and application of teaching methods are closely monitored and evaluated. Modifications and improvements are made as required. This process provides the basis for a design to implement the primary home school project inside Afghanistan.

MANAGEMENT AND SUPERVISION

The UNO/ESSP team leader and deputy team leader have primary responsibility for the implementation of this project. Because this is a small pilot project, one staff person from the Instructional Design Department has been appointed to fulfill the dual roles of community organizer and supervisor, as outlined in the UNO/ESSP Primary Home School Design paper. He oversees the day-to-day operation and provides guidance and support to the teachers in all areas related to classroom teaching, including classroom management, use of instructional material and teaching methods.

The community organizer/supervisor visits the schools weekly and observes the teacher and students. He observes the methodologies used by the teacher and the students' participation. He asks questions of the students to insure they are learning the material being presented. When necessary, he will meet with the teacher during break or after class to offer suggestions and recommendations for adjustments in the use and application of materials, methods, and implementation of new ideas. He will then observe the classroom to insure that the suggestions have been acted upon by the teacher. During the weekly visits, the community organizer/supervisor fills out an observation form (**Appendix A**) which he shares with the teacher during break or after class. He uses the clinical/coaching method when working with the teachers. Once he returns to the office, he will record his observations and suggestions and recommendations in a notebook which is for his reference only.

The community organizer/supervisor encourages the teachers to write their experiences in a log book each day--this information could be used in future training programs or in the teachers' manual. Also, he asks the teachers to listen to Pakistan's TV and radio educational programs. He has suggested that they cut out newspaper clippings and use them in class.

He plans to provide the teachers with opportunities to observe each other in the

classroom and then discuss their observations.

THE HOME SCHOOL

The following background information will provide an insight into the time, patience and effort needed to successfully establish a home school. This information highlights the importance of the role of the community organizer and those attributes necessary to enable him/her to effectively work with the community; i.e., patience, understanding, flexibility and political awareness. UNO/ESSP has been successful in identifying a person who possesses those qualities. Please refer to the UNO/ESSP Primary Home School Design paper for a detailed description of those attributes necessary for an effective community organizer.

The background information also highlights the variation in the time needed to establish a home school. The implementing agency or government must be prepared to expend the time necessary for the community organizer to effectively work with the community to enable them to take the responsibility of the program and in establishing an educational shura. Once the program is established, the time and energy from the government or implementing agency rapidly decreases. This process offers a better chance of the school being sustainable because the community plays the major role in the running of the school and the implementing agency or government's role is minimized.

The difficulties encountered by the UNO/ESSP community organizer/supervisor in establishing the Peshawar primary home schools will not be universal; however, it can be presumed that there will be obstacles to overcome in many communities. The skills of the community organizer in working with the communities to find solutions will be a major factor in the successful establishment of the home school. The UNO/ESSP community organizer/supervisor possesses those qualities that are necessary to successfully work with the community.

Background:

In early November, the community organizer/supervisor met with community members at the Mosque in Gareeb Abad, located between ghali (canal) 4 and 5, to discuss establishing a primary home school. Although several children from

this area have gone to the Mosque to study the Holy Quran, the uneducated men of the village were apprehensive about the establishment of a more formal type of school for fear it would spread communist propaganda. After many visits, the community organizer/supervisor was able to convince the Mullah and most of the elders from this area to start a home school; however, one of the "elders" continued to reject the idea. The community organizer/supervisor then met privately with the "elder's" educated son who was able to convince his father that a home school was good and that the curriculum incorporated Islamic teachings. This "elder" also complained to the community organizer/supervisor about the UNO/ESSP adult literacy teacher walking to her classes in this area and he brought this issue up in the Mosque. An influential person from the village said that his daughter was in the school and it was not unIslamic and she was receiving a good education. Several of the other men agreed with him and the "elder" did not say anything more against the adult literacy program or the proposed primary school program. On November 15, 1993, the school opened with 15 students (six girls and nine boys) at the home of the community organizer/supervisor in Gareeb Abad, between ghali 4 and 5.

The community organizer/supervisor immediately began the process of establishing a second home school in Gareeb Abad, in the vicinity of ghali 1. At a wedding, he approached a fellow employee of UNO/ESSP regarding the establishment of a school in his area. Since this is a mixed area (both Pakistanis and Afghans), this person spoke with the Afghans in their homes instead of in the Mosque. The community members agreed that a primary school could open in Gareeb Abad, ghali 1, and on November 28 a school for eight students was opened in this person's house. An additional four students joined for a total of 12 students (five girls and seven boys). There has been no problem in establishing this school and the families and students are very happy for the books, supplies and the opportunity for the boys and girls to learn.

In December, the community organizer/supervisor talked with several men at a wedding in Tahkal about establishing the third primary home school. One of the men was his former headmaster, who showed great enthusiasm. The headmaster talked with the community and informed the community organizer/supervisor that they would like to establish a school; the headmaster offered a big room in a friend's house. The school was opened on December 18 with 49 students (19 girls and 30 boys). One of the four male teachers trained by the community organizer/supervisor began teaching. Shortly after the opening, the landlord informed the community organizer/supervisor that family members arrived from

Kabul because of the fighting and had to be housed in this room. A commander in the area kindly offered a room. However, this room has the capacity for only 20 students and is cold and damp.

After moving into this room, the male teacher became sick. Another of the trained male teachers came to teach and five days later, he said he had little experience teaching small children and found it too difficult. The school was temporarily closed. The community organizer/supervisor held several discussions with the teacher and UNO/ESSP management also met with him, requesting him to return to the school. The community organizer/supervisor explained to him the importance of his role and told him that the children ran to him with their school bags each time he visited the community. The teacher agreed to return to the school.

The community organizer/supervisor then went to the community to try to identify better accommodations. The community requested UNO to give them money to rent a place. He patiently explained that UNO would only be able to provide the teacher and materials. After endless meetings, on January 25, the elders again met with the community organizer/supervisor and informed him that a man was willing to donate Rs. 2000 if the community constructs a school. However, the community is divided into two groups, with one group headed by the Mullah who is not an advocate of the home school (possibly because he sees his role as **the teacher** of the community), and they cannot agree to work together. There are parents of students in both groups. The community is also reluctant to build a room because they do not know their status as refugees--they want to return to Afghanistan as soon as possible. The community organizer/supervisor requested the Mullah to allow the school to be held in the Mosque; the Mullah refused.

The Mullah has recently left the community, and the community organizer/supervisor is going to meet with the community to see if the Mosque may now be used for a school. If this can be arranged, he will talk with the community about dividing the school, with the girls continuing to attend class in the Commander's house and the boys going to the Mosque. One of the women trained by the community organizer/supervisor will teach the girls and one or two of the trained men will teach at the Mosque.

Finding accommodation for a school in this area is very difficult. The houses are small, and people have the added pressure to provide accommodation for relatives who are fleeing the fighting in Kabul. The families have very little income, and

expenditure for the school is very difficult; the teacher requested the community to provide mats for the floor, but to date, this has not been done. However, the lack of provision of mats for the floor may be more political than economical. With the departure of the Mullah, the community organizer/supervisor may be able to work with the community in finding solutions to the problems in the Tahkal school.

The establishment of the Tahkal school is a good test case for building of community support. In this case, the community plays a greater role in the establishment of the school--the community organizer/supervisor's role is more as a facilitator/resource person.

Some of the lessons learned from the establishment of these pilot home schools will be relevant to the establishment of all home schools. The important points are listed below:

1. The importance of the community organizer in being able to understand the politics of the community and to work with them to resolve conflicts.
2. The importance of the community organizer/supervisor in being able to effectively work with the teacher.
3. The variance of time needed to establish home schools and the need for implementing agencies or government to be flexible.
4. The importance of the community to be in agreement and to work as one body before the establishment of the home school.
5. The importance of the support of the Mullah, elder, commanders, and influential people in the community.
6. The teacher must possess both the ability and training necessary to adapt to a home school environment.
7. The community must take the responsibility for the home school; the community organizer's role is best limited to facilitator.

The above seven points are critical, but not exclusive, to the success of a home

school program. As a further reference of what is needed for establishing a home school program, the UNO/ESSP Primary Home School Design paper should be reviewed.

Schedule:

The schedule for the two Gareeb Abad schools is outlined below. The school located between ghali 4 and 5 operates for two hours and fifteen minutes in the morning and the school located in the vicinity of ghali 1 operates for 2 hours and 15 minutes in the afternoon, five days each week, Sunday through Thursday. The schedule for the morning classes is (**Appendix B**):

9:00 - 9:30	Civics
9:30 - 10:00	Language
10:00 - 10:15	Break
10:15 - 10:45	Science
10:45 - 11:15	Math

The schedule for the afternoon classes is:

1:30 - 2:00	Civics
2:00 - 2:30	Language
2:30 - 2:45	Break
2:45 - 3:15	Science
3:15 - 3:45	Math

The school in Tahkal begins at 8:00 a.m. and ends at 10:15 a.m. each day.

When the days get longer and warmer, the school hours will be extended to accommodate the time needed for teaching a complete lesson in one class period. The time needed to teach the lessons (30 to 45 minutes) varies according to subject.

The community organizer/supervisor arranged with the teacher for this consultant to visit the two home schools in Ghareeb Abad. The consultant observed that the students and teacher in the afternoon class did not exhibit the same level of energy that was so apparent in the morning class; several children were yawning and class participation was limited.

Teacher:

All seven teachers (four men and three women) trained by the community organizer/supervisor to work in the primary pilot project are from the UNO/ESSP Teacher Training Program. One of the teachers left for Canada after receiving her training.

Of the two remaining women teachers, one is teaching in both the Ghareeb Abad schools. The third woman teacher taught for two weeks in the school located between ghali 4 and 5, but left to return to the UNO office. The teacher who is now teaching is a patient and sensitive person. She makes a conscientious effort to involve all the students in the classroom activities. She encourages student participation by praising even the smallest accomplishment.

On the day the community organizer/supervisor arranged for this consultant to visit the Ghareeb Abad schools, the school located between ghali 4 and 5 was visited in the morning. When the visitors arrived, the teacher was conducting a language class. She asked the students to tell her about the story that was read in class the day before, and to identify words from that story that had the same letters they previously learned. She discussed the story and asked the children to identify the good and bad characters, encouraging the quieter children to participate.

The teacher then asked the children to get out their science books. She instructed them to look at the pictures in the science textbook and name the fruits and vegetables. The students were then asked to think about vegetables and fruits that have seeds and to name these. The teacher encouraged the quieter students to answer the question; she did not rush them, but praised them as they slowly responded.

In math, she instructed all the children to write the numbers on the slate as she said them in front of the class. The students would then hold up the slate and she checked to insure they were written correctly.

For homework, she asked them to write the words and numbers they learned that day, and to think about other vegetables and fruits that have seeds.

The teacher walks approximately 200 feet to the school from the transport provided by UNO.

During the afternoon visit to the ghali 1 school, the same classroom routine was observed. However, as stated previously, the energy level of both students and teacher was not as great as in the morning class.

This teacher is 21 years old with 14 years of education and four years experience teaching the second grade in Naheed Shaheed. She is married with a two year old daughter. She came to Peshawar from Kabul six years ago. Her father and mother recently arrived from Afghanistan. The teacher's father and husband each have 16 years of education. Her mother is illiterate. Her husband has recently become unemployed, making the teacher the sole provider in the family.

The male teacher in the Tahkal school is 38 years of age. He comes from Wardak province. He completed his education through the teacher training level. He has 12 years of work experience as a clerk, teaching grades nine through twelve, and training teachers. He is married with a total of five children, three girls and 2 boys, ages two to ten. His family lives in Afghanistan. His father, mother and wife have learned to read the Holy Quran but have no formal education. This teacher travels for 40 minutes by bus and foot from the room where he stays to reach the school.

As previously arranged with the teacher by the community organizer/supervisor, the consultant visited the school in Tahkal. Three of the women teacher trainers from the UNO/ESSP Women's Teacher Training Program accompanied the writer and the community organizer/supervisor. The visitors walked approximately one-half mile through rain to reach the school. When they arrived, there were only four students in the classroom. When it rains, the students have to walk on a muddy path; so on cold, wet days, they often do not attend class. The word quickly spread throughout the community that there were visitors in the school, and within 40 minutes, the number of students increased to 44. The attendance record shows that approximately 38 students attend school each day.

The owner of the room (the commander) where the school is held brought bedding from his house for the visitors to sit on; they graciously declined and set on the tarpaulin with the students.

The teacher is doing a good job under very difficult circumstances. Because of the number of children, during the one and one-half hour visit, the teacher was able to teach only part of the language lesson. Posters brought by the community organizer/supervisor were displayed, and the teacher asked a few of the students

to come to the front of the room to point out the letters they had learned in previous classes. The students did this very effectively.

The children used the slates from their school bags. Although a pack of chalk had been supplied to the teacher the previous week, some of the students did not have it that day. With the large number of students attending classes, the supply of chalk quickly diminishes. After the students wrote letters on the slate, the teacher would ask them to hold up the slates so he could see that the letter was written correctly. The teacher was very ingenious in devising a way to enable him to see all the slates in this crowded environment: he told the students in the first row to hold the slates in their lap; the next row at their stomachs; the next row on the shoulders; the next row on their heads; and the last row to hold them over their heads. The teacher had some students write letters on the blackboard; however, students cannot move easily in this confined area and participation is very limited. Textbooks were not used during this session.

Some of the students speak Pushtu, and others speak Dari and Pushtu. The teacher was teaching in Pushtu. The ability to cover all four subjects during the school day with so many students is impossible. If the class is divided, the teacher will be able to involve the students more in the learning process. He will also have time to teach all the subjects.

Student:

At the school located in ghali 1 in Ghareeb Abad, nine students were originally enrolled. This number increased to 15; however, now 12 students regularly attend (five girls and seven boys).

In the school located between Ghali 4 and 5 in Ghareeb Abad, there are a total of 11 students (five girls and six boys) regularly attending the school.

A total of 49 students (19 girls and 30 boys) initially registered for the Tahkal school. The number of students now attending class is approximately 38. Possibly some of the students enrolled in the school to receive the school bag and materials, but were not committed to attending class on a regular basis.

In the three home schools, there are a total of 61 students (36 boys and 25 girls). Their ages range from five to twelve years; 50 are in the five to seven year range,

seven are eight years old, and there is one student each at nine, ten, eleven and twelve years. Several of the students have brothers and sisters in the school. Fifteen students are from Kabul, 36 from Logar, one from Wardak, six from Faryab, one from Lagman, two from Nangarhar. All but two students (who attended school for a portion of Grade 1) have never attended a formal school. Some students went to the Mosque periodically to learn about the Holy Quran.

The time the students have lived in Peshawar ranges from seven months to eleven years. The education of the fathers range from illiteracy (two), eight years (two), eleven years (one), twelve years (one), fourteen years (one) and sixteen years (four). The mothers' education ranges from illiteracy (five), able to read Holy Quran (one), three years (one), and twelve years (four). Thirty three of the students' fathers work in one of the following professions: clerk, tailor, shopkeeper, teacher, engineer, doctor, trunk maker, car repairman, cook, driver. Twenty five of the students' fathers are unemployed. Three of the fathers died fighting in the war. Fourteen of the students' mothers have 12th grade education, one student's mother went to grade three, one mother can read the Holy Quran, and 45 are illiterate. It is interesting to note that most of the mothers that began education completed 12th grade, a rather high level for Afghans. This supports the findings of the UNO/ESSP Research and Planning Unit (**Appendix C**). All the students' mothers are unemployed except for three students who are brothers and sister; their mother works as a practitioner dentist. She performs the role of a licensed dentist, but has less education.

Twenty six students speak Dari and 35 students speak Pushtu. All students are within a two to 10 minute walk from the school.

The School:

The classrooms have been kept simple in view of the fact that an objective of this pilot project is to test the applicability of the home school design for implementation inside Afghanistan. Funding resources continue to diminish--schools in Afghanistan must, therefore, operate with minimal financial support and few resources. UNO/ESSP is keeping all aspects of this pilot project as simple as possible to evaluate the effectiveness of a low-cost educational program.

The two schools in Ghareeb Abad are located in homes, in rooms just off the courtyard. Although during the rainy season the road to these schools is muddy,

once inside the rooms the students have a conducive atmosphere for learning. Both schools have carpets on the floor for warmth and a few cushions against the wall which are used when visitors come. There are windows which allow light to enter the rooms. Posters produced by UNO/ESSP are placed on the walls. In the school located between ghali 4 and 5, a curtain divides a large room and one half is used for the school. The "room" in which the 12 students sit is approximately 8' X 8'. There is some noise from the other rooms, but this does not seem to distract the students. The teacher stands in front of the room approximately three feet from the students. In the school located in ghali 1, the room is approximately 10' x 12'; this room could accommodate four to five more students if enrollment increases. The teacher stands in front of the room approximately five feet from the students. In both schools, the children sit in rows on the carpet. Except for the wooden blackboard supplied by UNO/ESSP which is hung in the front of the room, there is no other furniture.

The teacher uses the blackboard quite often and encourages the children to walk to the front of the room and write answers to her questions on the blackboard. She will ask questions of the students and instruct them to stand in front of the class to give their response. This allows the students to move and keeps their attention on the subject matter. During the break, the children go to their homes for a snack and to use the bathroom.

The school in Tahkal is located approximately one-third mile from the road. The classroom is in the home of a commander from the area. The room is approximately 12' X 6' and accommodates 38 students. The only light is through a small window and the door opening. It is difficult for the students in the back of the room to see the blackboard. Also, student participation is limited because there is not sufficient space for the students to walk to the front of the class. A tarpaulin and a mat for the floor have been supplied by the commander. There is a chair and a blackboard in front of the room. Posters are displayed on the walls.

CURRICULUM

Background:

Math, Science, Social Studies and Language curricula (**Appendix D**) for grade 1 has been developed by the staff of the Instructional Design Department at

UNO/ESSP. Social Studies and Science curricula are being introduced for the first time into the Afghan primary schools (grade 1-3).

The UNO/ESSP Instructional Design staff have developed textbooks and teachers' guides for each subject area. A Scope and Sequence for a six-year period has also been developed for each subject.

Language:

The Orientation Guide (**Appendix E**) developed by the Language department is used by the teacher during the first week. The teacher uses this guide to talk with the students about the school, what to expect, what is expected from them, and how they should conduct themselves. In the second week, the teacher begins using the teacher's guide to teach the alphabet. The students speak, read, and write the letters of the alphabet. The blackboard in the front of the room and the students' slates are used during this week.

In the third week the teacher passes out the students' textbooks which has 16 units (six lessons each). The stories in these books are read by the teachers. She will ask the students to identify the key words which use the letters they have learned.

The topics covered during the 16 weeks of Language are:

- o listening
- o sound recognition
- o speaking
- o spelling
- o grammar
- o handwriting
- o creative writing
- o study strategies
- o decoding
- o thinking strategies
- o comprehension
- o literature

Because the Language and Social Studies curricula have been integrated, some of the sub-topics related to Social Studies are covered in the Language textbook used during the first 16 week period.

Some of these sub-topics are:

- o water
- o sky
- o historical fiction
- o poetry
- o animals

During the last 16 weeks of grade 1, the Social Studies textbook replaces the Language textbook.

For homework, students are asked to review what they learned in class and to write words with those sounds.

Social Studies:

The Social Studies and Language Curricula are integrated, using the Language textbook during the first 16 weeks and the Social Studies textbook during the second 16 weeks. The members of the UNO/ESSP Language and Social Studies Department worked together in developing both the Language and Social Studies textbooks. There are 14 units (six lessons each) for grade 1 Social Studies.

Each lesson has been designed to be taught in a one hour session. After five lessons, there is a one hour review session.

Culture is the concept that is taught in grade 1. The following topics are covered during this period:

- o people
- o families

Some of the sub-topics of the Social Studies curriculum are:

- o you as an individual
- o families do things together
- o respect towards parent
- o you grow and learn

Continual development of the basic skills (reading, writing, listening, speaking) are part of the Social Studies class. Homework given is based on the day's lesson.

Science:

There are 51 lessons covering earth science, life science, and physical science in grade 1. Some of the concepts taught are:

- o creation of the universe
- o living and non-living things
- o plants
- o people
- o animals
- o land
- o moving things, force, and work

Some of the sub-topics taught in Science during grade 1 are:

- o plants characteristics
- o body parts
- o what plants need to grow
- o land forms
- o soil
- o simple machines

Math:

Grade 1 Math curriculum consisting of 121 lessons has been developed to cover the following concepts:

- o number and number theory
- o whole number operations
- o measurements

The main topics taught in Math are:

- o counting
- o addition
- o subtraction
- o length
- o weight or mass
- o volume
- o time
- o money

Some of the sub-topics are:

- o counting from 1-99
- o column addition
- o mental addition
- o column subtraction
- o local units of measure
- o time units
- o hour
- o identifying coins and bills

The scope and sequence provides more details on the topics covered in each subject. The teacher gives homework based on material covered in class that day.

Teacher's Guide:

The teacher's guide (**Appendix D**) developed for each subject is outlined as:

- o objective
- o pre-teaching
- o teaching
- o implementation
- o challenge
- o evaluation

Lesson Plans:

The lesson plans (**Appendix F**) are developed by the individual teachers each day based on the Teachers' Guide. These forms are reviewed by the community organizer/supervisor of this program. He checks these during his weekly visits.

Scope and Sequence:

The language, social studies, math and science department has developed a scope and sequence (**Appendix G**) for grades 1 through 6 in English, Dari, and Pushtu.

MATERIALS

The teachers in this pilot project are given a trunk, a blackboard, a notebook, a log book, posters, pencil and chalk. Teachers' guides are given for each course and cross-referenced to the material in the students' textbooks.

Each student is given a textbook for Language, Science, Social Studies and Math. In Language Class, the textbook is a storybook that the teacher uses to teach words.

A cloth school bag containing the textbooks, pencil, notebook, slate, chalk, eraser and sharpener is also given to each student.

Science and math kits and posters that reinforce what is being taught from the textbook are distributed to the teachers for use in the classroom. These are produced by UNO/ESSP.

Materials and textbooks are printed in Dari.

Twelve cloth books for general reading at different levels (both in Dari and Pushtu) have been produced by UNO/ESSP. These have been distributed to the teacher to use in the language program. In addition, eight functional reading cloth books, each carrying a different message such as health, nutrition, hygiene and child care, are being produced by UNO/ESSP and will be distributed to the schools.

An important objective of this pilot project is to use the resources from within the community to the extent possible; thus, dependency on resources from outside the community will be minimized to help to insure project sustainability. It is envisioned that schools inside Afghanistan will have to function with a minimum of supplies and equipment.

Assessment of Attainment:

Exercises throughout the textbooks allow the teachers to continually determine the level of attainment each student achieves. Upon completion of these textbooks, students should be prepared to enter grade 2.

TRAINING

Supervisor/Coordinator:

The roles of community organizer and supervisor have been combined and filled by one person in this pilot project. The community organizer/supervisor's role is critical in the establishment and effective progression of the home school.

Below is a profile of the community organizer/supervisor which may assist in the selection of personnel for these positions. This person(s) must possess those qualities of understanding, patience, and flexibility that is necessary to work with the villagers and teacher. For a more detailed description of those qualities necessary for an effective community organizer and supervisor, the UNO/ESSP Primary Home School Design paper should be referenced.

The community organizer/supervisor is 57 years of age and has had 38 years of schooling and experience in the educational field. His experience has been in teaching, training, curriculum development, and educational radio and TV, both in Kabul and Peshawar. He received his teaching certificate from the Teacher Training College in Kabul and his B.S. degree in primary education from the Philippines. His M.A. degree and work for a doctoral degree was done in the United States at Columbia University. The community organizer/supervisor has 11 children (eight girls and three boys) ages one and one-half year to 30 years. From age six, all his children were enrolled in school. Although his wife has not had the opportunity for formal education, she can read the Quran and she is learning to read in her home with the help of her husband. The community organizer/supervisor has been in Peshawar since 1989 and has worked with IRC, SCA, and UNO/ESSP.

Teachers:

The teachers are experienced and have all completed a ten week teacher training course and a six week supervisor training practicum on how to conduct seminars. They have also traveled to Quetta, Jalalabad, and Kabul to train teachers from those areas. With the knowledge and experience acquired from teaching the grade 1 students, the two concerned teachers will be well qualified to train teachers for the primary home school program.

Ten teachers (seven men and three women) were selected to receive training for the primary home school pilot project. The community organizer/supervisor divided these ten teachers into three groups (four men, three men, and three women) and organized a three day training program for each group. Because these teachers have all had extensive training in teaching methodologies, the three day session concentrated on developing an understanding of the course content and the methods used in the teachers' guides. Time was allotted for the teachers to do practice teaching using these materials.

The sessions were held at the UNO/ESSP Instructional Design building from 9:00 to 4:30 p.m. each day. The Science, Math, Language, and Civics curricula were introduced during these three days. The Science, Math, and Language department heads conducted these sessions. The Language department head also provided some instruction for Civics. At the end of February, a short course will be provided to the teachers by the head of the Social Studies department to introduce them to the curriculum.

MONITORING AND REPORTING

The Peshawar primary home school pilot project provides UNO/ESSP the opportunity for continual development, implementation, and improvement of the program, including reporting, monitoring, and evaluation procedures. As feedback from the program participants is received, recommendations for future programs are documented.

Monitoring of the project is being done weekly by the UNO/ESSP community organizer/supervisor. Adjustments are being made when and where necessary as the pilot program is developed, implemented and tested. All curricula and training are being noted for review and future implementation.

RESPONSIBILITIES

The role of UNO/ESSP in the Peshawar primary pilot project is greater than it will be once the project moves inside Afghanistan where there is more of an established community. At this time, UNO/ESSP provides the materials, the teacher, and the infrastructure for the efficient running of this project.

Community Organizer/Supervisor:

The community organizer/supervisor oversees all aspects of the project, working closely with the teachers and management for project monitoring, improvement and adjustment. Classes are visited weekly and observations discussed with the teachers. The community organizer/supervisor is the link between the teachers and management. It is his responsibility to insure that the necessary support for the teachers is provided, and action for adjustment and modification is undertaken.

Teacher:

The teachers are required to be professional at all times; i.e., lessons prepared, being on time for class, and treating students with respect and fairness. The teachers are testing all aspects of the home school pilot project (students, instructional materials, curriculum, methods, etc.) for applicability inside Afghanistan and provide the required feedback for project improvement, modification, and adjustments.

Students:

The students must come to class on time and be active participants. They must bring their assigned homework completed.

Community/Families:

In Tahkal, the success of the home school requires more community involvement than the two schools in Ghareeb Abad. The community must provide the classroom and any furniture, such as mats for the floors. In the Ghareeb Abad schools, the owners' families insure that the area is clean and ready for the teacher and students. Because these schools are not located in the traditional community environment, the community involvement is less than it will be in Afghanistan. Community members must insure that the children go to school each day.

HOME SCHOOL PROJECT SUSTAINABILITY IN AFGHANISTAN

The strategy for implementing the home school concept has taken into consideration not only Afghanistan's limited resources but the World's--if success in educating the masses is to be achieved, low-cost education is critical. Using the home school concept, it should be possible for most Afghanistan villages to provide basic educational opportunities for primary school aged children with a minimum of outside assistance.

Implementation:

For a detailed guide to implementation of a home school project, the Peshawar Primary Home School Design paper produced for UNO/ESSP in August 1993 should be consulted. This design integrates all components. The curriculum takes into account a six-day school week and the enrollment of students in the six to ten age group; if there is variance in these factors, the effectiveness of the program may be reduced.

The program's design is based on the community taking responsibility for all aspects of the program and their full participation in the process of resource identification. FULL community support (including most essentially the Mullah, elders, commanders and influential people) and an educational shura should be well established before implementation begins. Plans must be made at the outset for external assistance to be time bound, with the explicit understanding that the program's operation and maintenance will be the community's (ies) responsibility.

The village level planning process must look at the most cost effective way to meet the needs of the school(s): i.e., several communities working together to support a trainer; school gardens for selling produce to buy school supplies and, at the same time, teaching the students about science; using a doctor in the area to talk about hygiene and prevention of diseases. Also, a system for cross school visits needs to be established to enable teachers from different communities to share their experiences, knowledge and resources.

Many areas in Afghanistan may not have schools; therefore, the opportunity should be provided for enrollment of primary-aged male children in home schools. If this opportunity is not provided, educating only the females could be problematical for the implementing agency. The coed approach is being used successfully in the

Training:

The cost to be borne by the government or implementing agency is nominal, but critical, compared to the more traditional/formal type of school. Because the home school design emphasizes selection of a person (female, Mullah, or "elder") from the village to be trained as a teacher, possibly possessing only basic literacy, on-the-job training is an essential part of the program. The cost for the trainer to travel and train in several schools in the area must, at least initially, be covered by the government or implementing agency. The amount of training needed will decrease with time, allowing for the implementing agency or government to decrease funding. Traditionally, revenues have been collected from villagers, and payment for the teacher(s) and trainer(s) could be conducted in the same way if there are any monetary resources in the area.

Once a person from the village has been identified, training in the following areas will enable her/him to be a more effective teacher:

1. Psychology of children
2. Classroom management
3. Simple teaching methods
4. Use of the textbooks and teacher's guides
5. Use of local materials in the curricula
6. Lesson plans
7. Practice teaching
8. Use of the teacher/trainer reference manual

The training should be for approximately 1 week before the person begins teaching--in some cases, a longer period may be necessary. The trainer/supervisor must then spend one day per week for on-the-job training of the teacher. A refresher course should be conducted three months after the teacher begins teaching. If this can be done with other teachers in the area, they can share their experiences. Documentation should be made of the teachers' experiences and their

recommendations to be used in future training programs. At this time, an evaluation of the teachers should be done to determine additional training needs. At the minimum, a teacher should be visited at least once a week for the first year.

Training of the teacher must emphasize the need to identify and use local resources; i.e, if there is cotton production in the area, it may be used to support science lessons. A doctor in the area may be able to come to the school to talk about hygiene and communicable diseases; an extension officer about agriculture; provincial education officer about education; a skilled gardener or farmer about vegetables, trees, or plants. Masons and carpenters may be able to supplement a practical math class. The teacher must be encouraged to use local materials when teaching, such as pebbles, sticks and the ground for drawing maps. The teacher should be trained to utilize the natural surroundings when teaching, such as the trees, sky, plants, etc.

During training, the teachers must become comfortable with using the teaching guide and two reference manuals which outline the essential principals of classroom teaching and basic teaching methods. For most of the teaching week, this will be his/her only guide.

All training should be completed within the first year. Follow-up visits for the purposes of monitoring and upgrading skills should periodically be done. Funding of the training component for grade 1 of the home school program is essentially completed after one year, making this sustainable.

All teacher trainers should have the experience of teaching primary school before conducting training. A second primary home school pilot project conducted in the cities inside Afghanistan would be an ideal time to give the teacher trainers the practical experience of teaching primary school children.

Textbooks:

The textbooks and teachers' guides will have to be provided by the implementing agency or government. The life span of the textbooks and teachers' guides are two to three years. These will have to be replaced as required. For the intermediate period, there will be no recurring costs unless new students are added to the school.

Teacher's Guides:

These must be supplied by the implementing agency or government. As stated above for textbooks, this is also a one time cost unless students or grades are added to the school.

Learning Aids/Teaching Aids:

Teaching aids can be kept to a minimum: agency provided aids (scientific/math kits, storybooks, maps, posters, word sentence boards), textbooks and teachers' guides.

Teachers should be encouraged to use local materials and resources; i.e., pebbles which can be used for math and the ground which can be used for drawing maps, etc. The environment (plants, water, etc.) can be used for supplementing the Science curriculum.

Provision will have to be made for replacement of the textbooks, teaching guides, and storybooks when enrollment increases or the books need to be replaced.

Student/Teacher Supplies:

If a program is designed using only the basic supplies (slates, blackboard, notebook, log book, chalk, sharpener and pencil), ongoing costs will be minimal. The only recurring costs is when student enrollment increases or the notebooks, log books, and pencils need to be replaced. Families may be able to purchase these once the economy recovers. The other costs are not recurring; thus, this component is basically sustainable.

The basic supplies for teachers are:

- o blackboard
- o slate chalk
- o notebook
- o pencil
- o log book

The basic supplies for students are:

- o slates
- o slate chalk
- o pencil
- o notebook
- o sharpener

Teacher/Trainer Manual:

Two teacher/trainer reference manuals produced by UNO/ESSP for training/in-service in teaching pedagogy is available for use in the home school program. The implementing agency or government can arrange to provide these manuals. In the field, these manuals will be the only reference for both the trainer and the teacher. For this component, there is no further expenditure until the book needs replaced.

RECOMMENDATIONS:

The following suggestions, if implemented, will improve the home school program and make it more successful. These one time inputs from the government or implementing agency are essential for insuring the sustainability of community based home schools.

1. Production of textbooks and teachers' guides:

At present, because of limited funding, the Instructional Design staff were able to complete only grade 1 teacher/student learning materials in Dari; Pushtu translation was the next phase. Grade 2 and 3 materials also need to be completed.

To enable a person with limited education and training to teach, teachers' guides and textbooks should be developed to be as self contained as possible; they should be simply written but detailed enough for a person with only basic literacy and a little training can use them. DO NOT ASSUME that the teacher knows the answer or method. Until the teacher has had sufficient training, her/his day-to-day support will be the teacher's guide. The teacher should not have to rely on outside input or a high level of training to be an effective

teacher.

The teacher/student learning activities should be designed so that materials that are available locally can be used, thus enabling this component of the program to be sustainable.

In the beginning, resources inside Afghanistan will be limited. Therefore, any production of textbooks and teachers' guides must emphasize the use of local materials (pebbles, sticks, trees, plants, local) and human resources as much as possible. Reliance on expensive or outside materials will only inhibit the sustainability process.

Recommendation: One time funding should be provided for further development of textbooks and teachers' guides, both in Pushtu and Dari. These should be field tested insidea Afghanistan and revised as necessary before final production of books for use in all schools be undertaken.

2. Translation/publication into Pushtu and production of the two teacher/trainer reference manuals:

The trainer/teacher reference manuals developed by UNO/ESSP need to be translated into Pushtu and printed. The manuals are critical; in the field, the majority of the time the trainer and teacher will be conducting their activities independently. These reference manual will be their only guide.

Recommendation: Funding should be provided to complete translations of the trainer/teacher reference manuals into Pushtu and publication for use by the teachers and trainers in Pushtu speaking areas.

3. Production of reading materials, science and math kits, posters, flash cards, and cloth books:

These materials have been developed by UNO/ESSP. Further field testing should be done for the newly developed materials, and production of all the materials for use in the home schools should be

effected. The above materials are not a necessity for learning, but will enhance the learning of the primary school students. The supplemental reading materials will enable the students to practice and retain what has been taught and to further develop their skills. The speed at which the students learn and retain what they have been taught is increased when supplemental reading and other materials are available.

Recommendation: Funding should be provided for the production of math and science kits, posters, flash cards, and supplemental reading materials developed by UNO/ESSP.

4. Purchase of a lock and trunk for the school:

A trunk with a lock to use as a table for the teacher and for safe and clean storage of the blackboard, teacher's manual, science and math kit, storybooks, supplemental reading materials (such as the cloth books or other reading books), teacher's guides, teacher's reference manual, supplies, equipment, posters, and flash cards should be distributed initially by the implementing agency or government. The issuance of these materials would be done only once; no recurring costs are necessary and the value in helping the students to learn and for the safe, clean storage of these materials will be great.

Recommendation: One time funding should be provided for a trunk with a lock for each school.

5. Development and production of material on conflict resolution:

To help the Afghan children cope with the debilitating effect that 14 years of war has imposed, material on conflict resolution/rebuilding for peace needs to be developed and produced.

Material has been produced in Lebanon to help the students in that country cope with growing up with war. This material should be reviewed to see if it is applicable for use in Afghanistan.

Recommendation: Funding for the development and production (or reproduced if appropriate) of material on conflict resolution/rebuilding for peace for use in all home schools must be granted.

APPENDIX A OBSERVATION FORM

(SAMPLE)

Teaching Quality and Student Participation Observation Instrument

Province _____	Grade _____	Total Obs. _____
District _____	Subj. _____	
School _____	# Students _____	
Teacher _____	Observer _____	

Clarity of Presentation _____

Variety of Activities _____

Teacher Enthusiasm _____

Class Structure (task-oriented) _____

Feedback _____

Supervisor Signature _____

Teacher Signature _____

APPENDIX B SCHEDULE

(SAMPLE)

HOME SCHOOL SCHEDULE UNO/ESSP													
NO	DAY	SUBJECT	TEACHER	TIME		BREAK		SUBJECT	TEACHER	TIME		Total Subjects Hours	REMARKS
				START	END	START	END			START	END		
1	SAT											Language Hours 2 1/2	
2	SUN	1-Language		9:00	9:30	10:00	10:15	3-Science		10:15	10:45		
		2-Math		9:30	10:00			4-Civics		10:45	11:15	Math Hours 2 1/2	
3	MON	1-Language		9:00	9:30	10:00	10:15	3-Science		10:15	10:45		
		2-Math		9:30	10:00			4-Civics		10:45	11:15		
4	TUS	1-Language		9:00	9:30	10:00	10:15	3-Science		10:15	11:45	Science Hours 2 1/2	
		2-Math		9:30	10:00			4-Civics		10:45	11:15		
5	WED	1-Language		9:00	9:30	10:00	10:15	3-Science		10:15	10:45	Civics Hours 2 1/2	
		2-Math		9:30	10:00			4-Civics		10:45	11:15		
6	THU	1-Language		9:00	9:30	10:00	10:15	3-Science		10:15	11:45	Civics Hours 2 1/2	
		2-Math		9:30	10:00			4-Cvics		10:45	11:15		
												Total= 10	

APPENDIX C

OBSERVATIONS BASED ON PHASE I DATA

Research and Planning Unit
December 1993

Observations

The following observations are based on Phase I data, collected from 22 of the 29 provinces of Afghanistan. These observations are offered (a) to simulate thinking and reflection on the progress and continuing needs for educational development in Afghanistan and (b) to suggest possible policy implications indicated by the Phase I data. The Kabul area is not included due to security problems which precluded data collection in those areas. Some of the observations are based on the findings of Special Studies which, themselves, were based on the Phase I data.

Student Flow

1. For every 100 boys who start grade 1, about 17 will complete primary school (through grade 6) and begin middle school (grade 7); about 5 will complete middle school and begin secondary school (grade 10); and about 3 will survive through grade 12.
2. For every 100 girls who start grade 1, about 10 will complete primary school (through grade 6) and begin middle school (grade 7); about 5 will complete middle school and begin secondary school (grade 10); and about 3 will survive through grade 12.

Note: These two observations are "best estimate" claims, based on a cross-sectional analysis. More detailed attrition and repetition rates will be collected in later phases of data collection. Eventually, these claims should be revised based on a longitude cohort analysis.

3. For girls, the greatest risk of dropping out is during the first three grades. For boys, the greatest risk is during grades 7-9. This pattern holds true in both rural and urban areas, but is most pronounced in urban areas. This pattern suggests (a) that the reasons for dropout are different for boys and girls and (b) that interventions aimed at reducing attrition need to be designed and targeted differently for boys and girls.

Note: The different pattern of dropout for boys and girls presumably reflect differences in the opportunity cost of attending school for boys and girls. The value to the family of keeping girls at home may occur at a younger age than for boys, who's value to the family (in farming or business) may increase when they are a little older. However, the pattern is probably also linked to the lack of female teachers and to cultural and traditional beliefs of the community.

4. Girls who persist beyond primary school have a much higher probability of completing secondary school (12.5%) than do boys who persist beyond primary school (6.4%).

Note: This calculation is based on students who actually finish primary school (grade 3) and begin grade 4. (boys: $3/47 = 6.4\%$; girls: $3/24 = 12.5\%$)

APPENDIX D LANGUAGE TEACHER'S GUIDE

(SAMPLE)

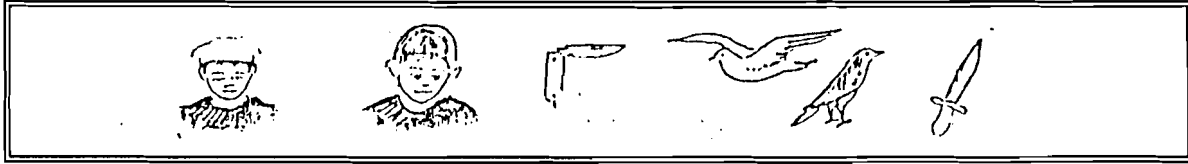
Fifth day:

Objective:

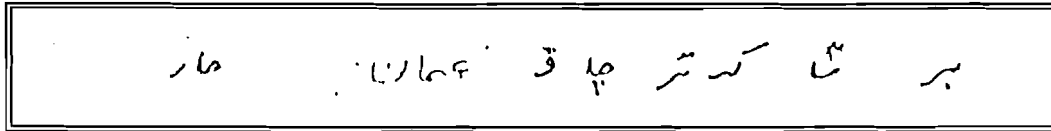
1. At the end of this lesson students will be able to fully recognize Say, Chay and Waw letters on different position.
2. Students will be able to pronounce and write Say, Chay and Waw letters correctly.

Pre-teaching activities:

1. Teacher read the story and discuss it with students.
2. These picture will be shown to the students and be discussed.

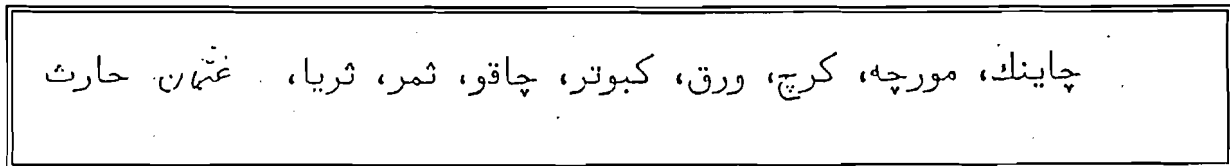


2. Teacher asks students what do you see? Students say teacher writes.
3. Teacher reads, students listen.
4. Teacher reads students repeat after him/her.
5. Students will be asked to read, other students listen.
6. One student reads the next one points to the target letter.
7. Students will be asked to find what letters are missed.



Teaching activities:

1. Teacher writes the following words on the board.



Practice:

1. Teacher writes Say, Chay and Waw in the middle part of the board, and write the key words in the right and left side of the board. Then asks students to connect Say letter with the word which contain Say and Chay with Chay and Waw with Waw.

Sore	Say	Swab
Salis		Warasat
Samar		Haris
Chair	Chay	
Chander		
Natawani	Waw	Wabi
Do		Waten
Swab		

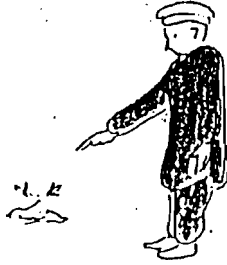
2. Make out of the story drama one students must act as Soria the other one should act as Haris. The next one as Maroof the other one as Daud.



2. Teacher reads, students listen. Teacher reads, students repeat after him.
3. One student will be asked to read, other students repeat after him.
4. One student reads the word the other one points to the target letter.
5. Fast learner students will be asked to teach the words with the target letter to the slow learners.
6. Teacher guides the students to perform the following act out correctly.

Wadood says:

My name is Wadood.
I dislike
contaminate things.



Soria says:

My name is Soria.
When I peel off the
potatoes or break the
nut etc.
I place their skins in
the proper place.



Haris says:

My name is Haris.
I keep my clothes from
contaminate things.



APPENDIX D

LANGUAGE STUDENT'S TEXT

(SAMPLE)

Spring

A month of Sour (April) is the second Month of Spring.

In this month tomatoes, pepper, plane tree getting green and grow.

In the month of Sour all trees and grasses getting green and grow.

APPENDIX D

SOCIAL STUDIES TEACHER'S GUIDE

(SAMPLE)

First Day:

Objectives:

The pupils will be able to recognize physical characteristics, interests and activities among people.

- * Pupils will be able to compare and contrast individuals.
- * Pupils will be able to read and write the text.

Before Teaching:

Ask a few pupils the following questions:

What is your name? How old are you? What do you like? Who do you play with?

Teaching:

The teacher allows the pupils to think about the concept or title "you are an individual." Then he should give details about physical characteristics, interests and activities of the pupils such as:

(1) finding the pupils level of understanding, (2) their wants, (3) their preferences regarding games and foods.

Afterwards the pupils read the story "you as an individual" silently which the teacher then reads out loud while the pupils listen.

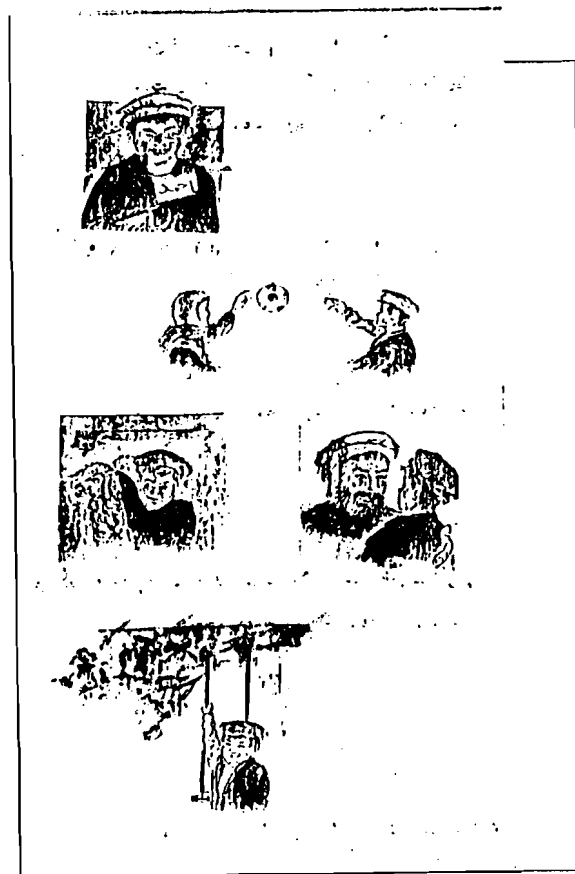
This will be followed by a discussion regarding the concept. The teacher will write the words jodagana (separate). Hasted (you are), Ahmad and Hechakas (no body) on the board. The pupils will practice these words.

Implementation:

The pupils will compare themselves with each other physically.

Challenge:

The pupils will talk about the differences regarding their family members.



APPENDIX D SOCIAL STUDIES TEXTBOOK

(SAMPLE)

You as an Individual

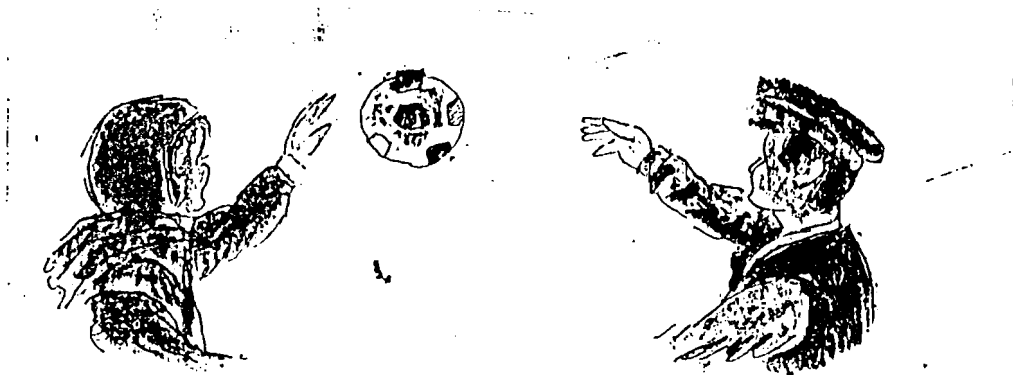
This is Ahmad.

No one is like Ahmad.

Ahmad is different from other boys.



Ahmad plays with the things he likes.



Ahmad likes his lamb.



So Ahmad is a different boy.
You are also a different Individual
like Ahmad.



How are you different from other boys?



APPENDIX D

SCIENCE TEACHER'S GUIDE

(SAMPLE)

Chapter 7/Lesson 2

Lesson Objective:

Describe the relative distance, position and motion of static object.

Pre - Teaching:

1. Name things in fig. (48) that don't move.
2. Ask students to observe an ant on the wall. Ask them to close their eyes while the ant moves to a different position. Ask them to open their eyes and observe again. Ask: What has changed?

Teaching:

1. Things all around you whether they move or will be in the state of set. The children in the picture move their bicycles. The horse is running, drinking, glass and cup is on the table. 2. Point out that objects do not move unless something causes the movement.
3. Teacher describes, when a force acts on an object, it's motion is changed.
4. Encourage students to experiment with the following objects: Toy car with free - moving wheels, balloons filled with air, ball.... students throwing or sliding them can observe the state of motion and static.

Vocabulary: Position, static, motion.

Materials:

Pictures on P() text. Toys, balloons, ball.

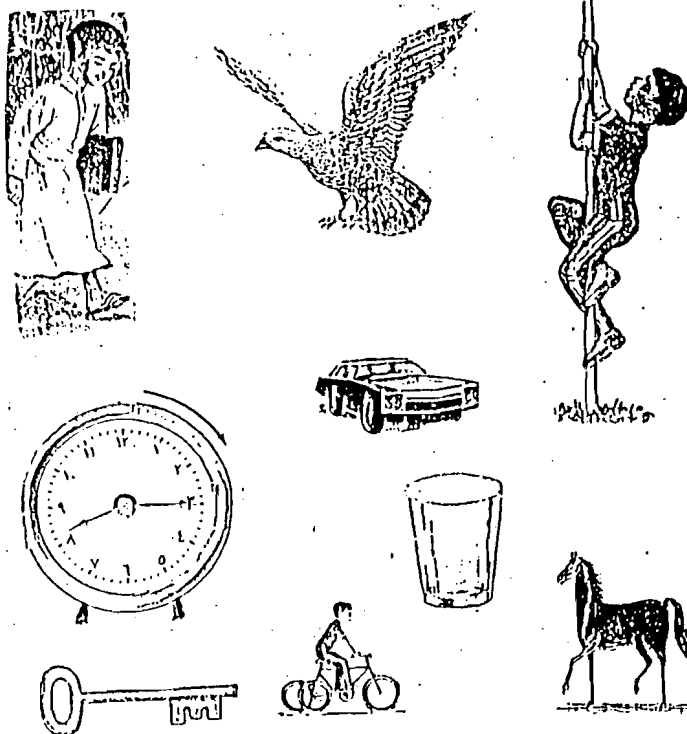
Application:

1. Students find out usefulness and safe use of motion in their life, home and city.
2. Teacher check students' understanding of lesson concept with reviewing of statement on page () text.

P. 48

What is Motion ?

Motion is the changing of position.



P. 48

fig. (48)

Challenge:

1. Akram and Anwar come out from the house in the same time, but Anwar gets soon in the school than Akram does, Why?

Time: One teaching period.

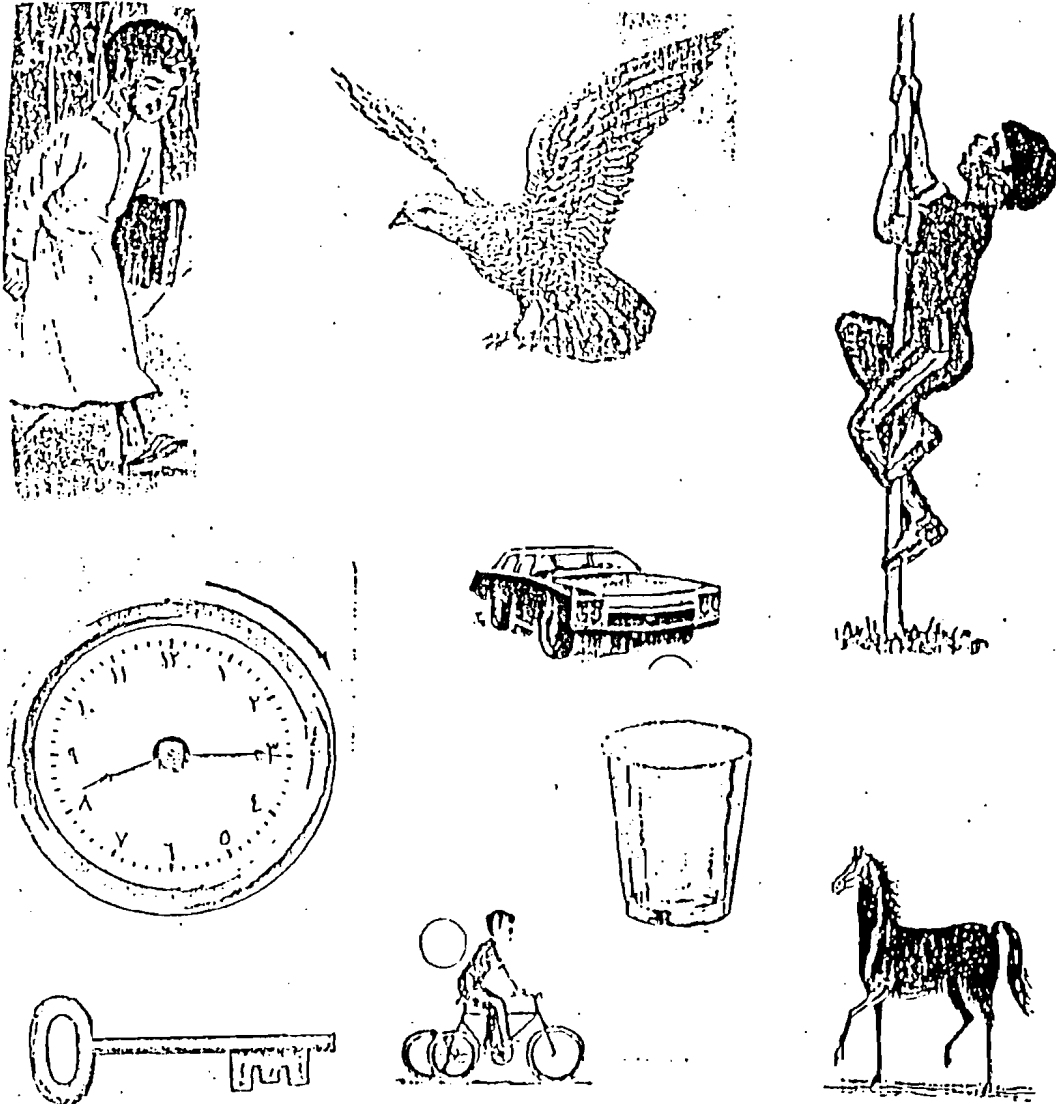
APPENDIX D SCIENCE TEXTBOOK

(SAMPLE)

CHAPTER 7

What is motion?

Motion is the changing of position.



P. 48

fig. (48)

APPENDIX D

MATH TEACHER'S GUIDE

(SAMPLE)

Teacher's Guide Page with Student Text

Lesson 1.

Objective:

To develop sense of mathematical curiosity and reasoning on names of things places and persons.

Vocabulary: Name, thing, place and person.

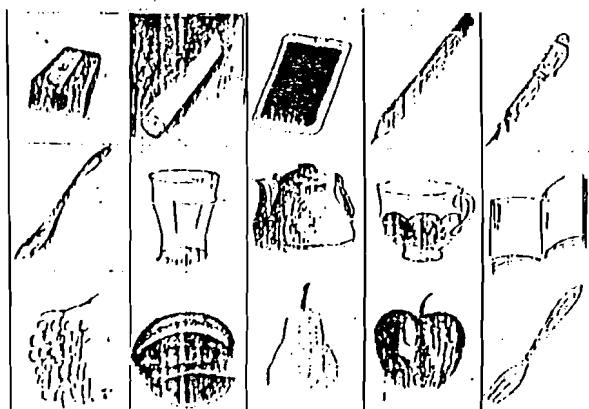
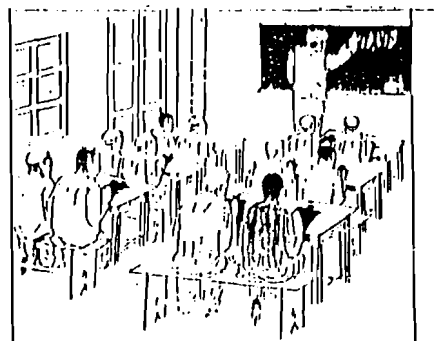
Materials: Real objects, pictures of objects, places and persons.

Time: 30-45 minutes

Teaching stages:

1. Pre-teaching stage: Ask students, where do they live? Name the street, county, village, town, etc. How did they come to school? name the means. Who did drive the means? Which letters did you learn in language Art, name them? What did you learn in science about living and non-living things? List some names of living and non-living things.

Answer the questions of your teacher .



P.1

2. Teaching stage: Put objects, pen, pencil, ball-pen, book, note-book, ruler, duster on a table. Have volunteer students come forward and ask them to tell the name of each objects. Then ask names of things in classroom (window, black-board, ceiling etc). Encourage students to name some more places, things and persons.
3. Practicing stage: Have students to answer questions on students book-P.1. What do you know from looking at the picture? What do you need to find out? Can you name the objects which you use to write on or to write with?

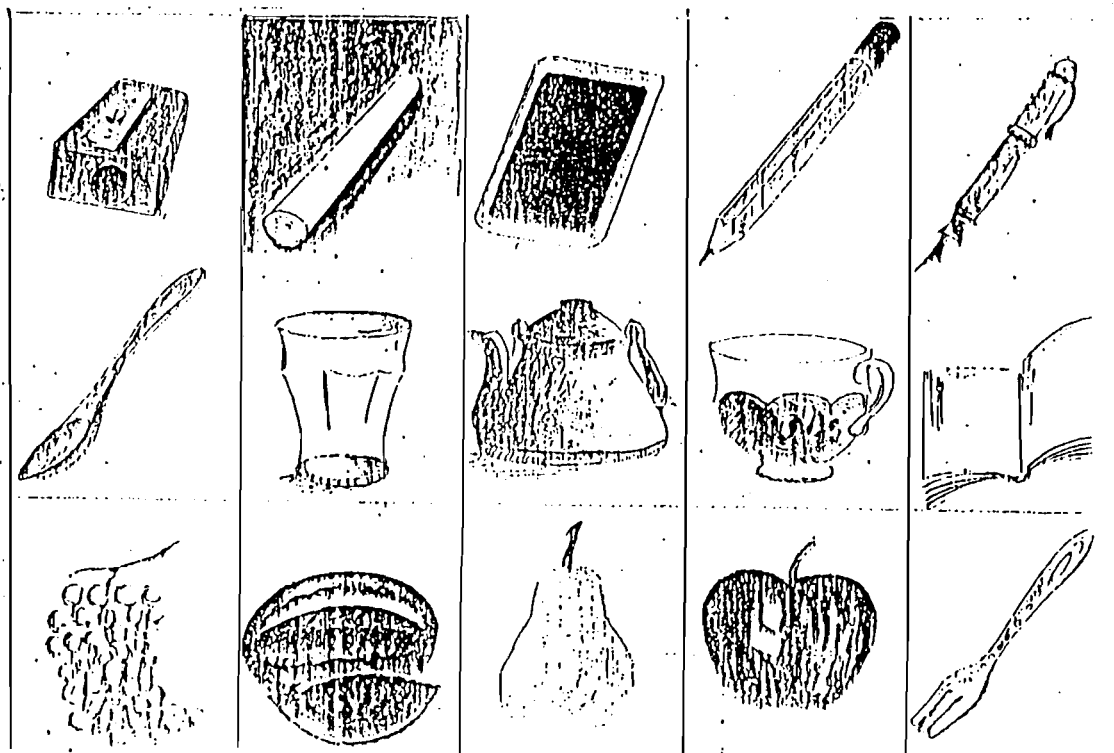
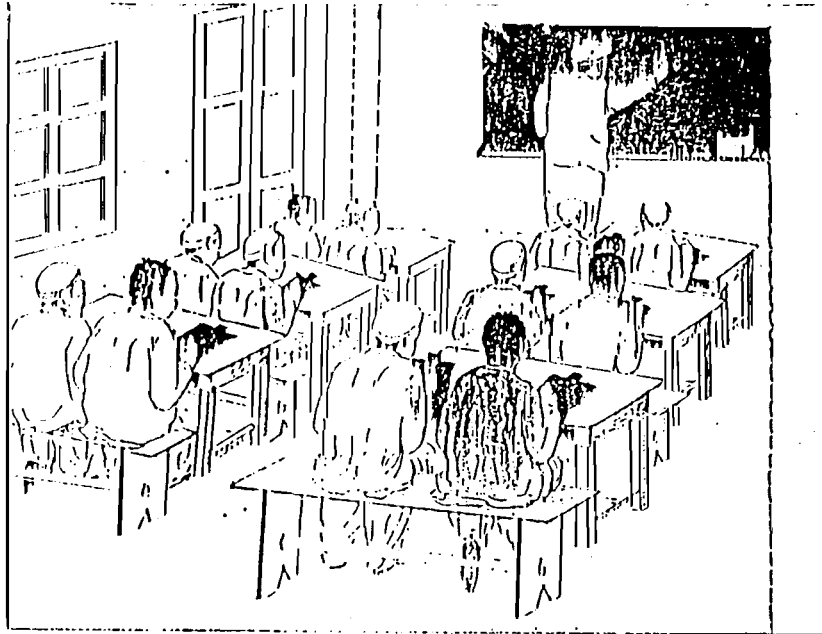
Challenge Questions:

Have students ask friends about names of two things, three places, and two persons.

APPENDIX D MATH STUDENT'S TEXTBOOK

(SAMPLE)

Answer the questions of your teacher.



APPENDIX E
ORIENTATION GUIDE
(SAMPLE)

APPENDIX E ORIENTATION GUIDE

(SAMPLE)

Story About Good Habits

Objectives:

- Students will be able to:
- Wash their hands properly after using toilet.
- Use water drinking sources intelligently.
- Place their things orderly in the proper place.
- Clean their shoes before entering the class.
- Cross the street safely.
- Become well acquainted with school property and personnel.

Question before Reading the Story:

Teacher shows the story picture and asks:

- 1- What picture can you see?
- 2- Teacher reads the story skillfully during reading asks students what did I read? Looking for the right answer then follow the reading.

Teacher writes whatever students say.

Assadullah and Farhad were cousin.
Assadullah's Father was named Noorullah and Farhad's Father named Roohullah.
Noorullah and Roohullah lived in Hamayoon house.
Hamayoon was one of their friends.
Assadullah and Farhad were in the same class.
They were in the afternoon section.
Assadullah was the boy who woke up early in the morning and took ablution then prayed.
Then he studied Civics.
He studied his lesson when walking home. When he got home he took his sheep to the (desert) pasture.
Assadullah took some of his books too. When his sheep were

grazing he studied his books.

Assadullahs' father was making lots of money from the sheep and that is why their living condition improved day by day.

Assadullah at home:

Assadullah was doing good job at home too. After using toilet he was washing his hands with soap and water. He was keeping his books and clothes clean. He was placing his books and clothes in the proper place.

Assadullah was washing hands before eating.

Before going to school he was using toilet and getting ablution then wearing school clothes.

Assadullah on the way to school:

Assadullah discussed that day's lesson while walking to school with his friend (Haroon).

When he was crossing the street, he looked to the right and left. When there were no vehicles, he crossed the road.

Assadullah at school:

Assadullah used to arrive at school fifteen minutes before the bell ring.

When he arrived he used to water and cultivate the school farm and five minutes before the bell ring he went to the classroom. Before entering the classroom, he made his shoes clean. He was observing the cleanliness of the classroom. Assadullah was setting straight on the chair. He was a good listener and when he did not understand, he raised his hand and asked the teacher politely. He got high scores in his examinations. The teacher and students and his parents liked him very much.

Farhad was the boy who woke up late in the morning. Sometimes he prayed and sometimes he missed his prayers.

He was careless about his books and clothes. He was not placing his book and clothes in the proper place. When he was wearing his school clothes he could not find them easily. That is why he was always late to school. He did not get good scores. He failed in the exams. His parents always advised him to be good boy like Assadullah. He failed his final exam. His parents were so sad because of his fails. One day Farhad set alone and thought and said to himself. Why shouldn't be a good boy then I will be happy and my parents will be happy. Let me decide to be a good boy as Assadullah is. Farhad said to his parents "I have decided to be a good boy and study hard and I want to take care of some sheep" Roohullah Farhads' father

bought him sheep. Farhad was following Assadullah's schedule at last and made lots of money from the sheep and Farhad succeeded in school. He got first position. Farhad was happy and his parents were happy. Farhad said to his parents "I learned that whatever you want it you try hard, you will get it."

Question for review:

1. Who can read the story.
2. Who can tell about Farhad.
3. Who can tell about Assadullah.

Question for discussion.

1. What were the good points about Assadullah.
2. What were the negative points of Farhad.
3. Question for implementation.
 - a. What are the good habits.
 - b. What are you doing.

Teacher Activities:

1. Teacher shows the students pictures of the story and asks them what they see? Teacher discuss what the students say.

Teacher reads the story, sentence by sentence.

After reading each sentence, teacher stops and asks. "What did I read?" Students will answer, upto the end of the story.

Teacher rereads, using the same method.

Teacher asks students to talk about Assadullah and Farhad.

Teacher posts the picture of Assadullah on one side of board and Farhad on the other side. Teacher repeats this activity until he/she is sure that everyone understands the story.

Practice and Implementation:

1. Teacher asks the students what did they learn?
2. They discuss with their neighbor what they learned.
3. Teacher asks students to say to class what they learned.
4. Teacher asks students to demonstrate how Assadullah used toilet, drinking water sources, caring order and cleanliness.
5. Aromatize the story.
6. Students are asked to retell the story.

Informal Education:

Observing the students participation on talking and acting.

Home Work:

Students will be asked to remember the story, and retell it tomorrow.

(SAMPLE)

Date: / /

Topic:

Time	Activity/Procedures	Materials
Write an estimate of the time required for step.	The procedures required to teach the activity should be described here in outline form. Be sure to include both what the teacher will do and what the students do. Make provision for review, introductions, practice activities, and a closing activity.	Include a list of all equipment and materials needed, how much how many and preparations which must be done before class.

Comments: How would you do the lesson differently next time. What are special points to remember? Is one activity particularly effective?

APPENDIX F
LESSON PLAN FORMAT
(SAMPLE)

Subject: _____

Date: ____/____/____

Topic: _____

Objectives: _____

Time	Activity/Procedures	Materials

Evaluation: _____

Comments: _____

APPENDIX G
LANGUAGE SCOPE AND SEQUENCE
(SAMPLE)

Grades 1-6	Grades/صنوف						صنوف ۱ - ۶	تولگی ۱ - ۶
English	1	2	3	4	5	6	دری	پشتو
4 Speaking:							۴ گپ زدن :	۴ خبری کول :
4.1 Encouraging learners to talk about body parts and take care of them	X	X					۱.۴ شاگردان را تشویق نمودن تا راجع به اعضای بدن خود گپ بزنند و آنها را نگهداری کنند.	۱.۴ د زده کوونکو هحول تر حو د خپل حان د اعضاو په باره کی خبری وکړی او د هغوی ساتنه وکړی.
4.2 Talk about their clothes and how to take care of them	X	X	X				۲.۴ راجع به لباس خود و طرز نگهداشت آن گپ بزنند.	۲.۴ د خپلو جاموپه باره کی او دا چی په حه دول د هغوی ساتنه کوی، خبری وکړی :
4.3 Talk about ways to help the family	x	x	x	x	x	x	۳.۴ راجع به اینکه به فامیل خود کمک میکنند گپ بزنند.	۳.۴ د هغو لارو په باره کی خبری وکړی چی د کورنی سره کومک کوی.
4.4 Talk about their books and school supplies and how to take care of them	x	x	x				۴.۴ به ارتباط کتابها، لوازم مکتب و طرز نگهداشت آن گپ بزنند.	۴.۴ د خپلو کتابونو او د سوونجی د موادو په باره او دا چی حرنګه د هغوی ساتنه کوی خبری وکړی.
4.5 Talk about their classroom and how to take care of it	x	x	x				۵.۴ به ارتباط صنف و طرز نگهداشت آن حرف بزنند.	۵.۴ د خپل تولگی په باره کی اوداچی حرنګه یی ساتنه وکړی خبری وکړی.
4.6 Talk about they go to and from school	x	x	x				۶.۴ به ارتباط رفت و آمد به مکتب گپ بزنند.	۶.۴ سوونجی ته دتلو اوراتلو په باره کی خبری وکړی.

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APPENDIX G SOCIAL STUDIES SCOPE AND SEQUENCE

(SAMPLE)

Grades 1- 6

صنوف ۱- ۶

تولگی ۱ - ۲

English	1	2	3	4	5	6	Dari دری	Pashto پشتو
1. Culture							۱ کلتور	۱ کلتور
1.1 People							۱.۱ مردم	۱.۱ خلك
1.1.1 Family							۱.۱.۱ خانواده	۱.۱.۱ کورنۍ
1.1.1.1 You are special as an individual .	X						۱.۱.۱.۱ شما منحیث يك فرد خاص هستيد	۱.۱.۱.۱ تاسو يوه ځانگړی شخص یاست
1.1.1.2 Families do things together	X						۲.۱.۱.۱ همکاري در خانواده ها	۲.۱.۱.۱ په کورنيو کې همکاري
1.1.1.3 Families need shelter	X						۲.۱.۱.۱ خانواده ها به سرپناه ضرورت داريد	۲.۱.۱.۱ کورنۍ کور ته ضرورت لري
1.1.1.4 Ahmad's family's story	X						۴.۱.۱.۱ قصه فامیل احمد	۴.۱.۱.۱ د احمد د کورنۍ کيسه
1.1.1.5 Families change	X						۵.۱.۱.۱ خانواده ما تغيير ميکنند	۵.۱.۱.۱ کورنۍ بدلون مومي
1.1.1.6 You grow and learn	X						۶.۱.۱.۱ شما کلان ميشويد و مي آموزيد	۶.۱.۱.۱ تاسو لوښيري او زده کړه کوي
1.1.1.7 Families have rules	X						۷.۱.۱.۱ خانواده ها مقررات دارند	۷.۱.۱.۱ کورنۍ مقررات لري
1.1.1.8 Respect Towards Parents	X						۸.۱.۱.۱ احترام به والدين	۸.۱.۱.۱ د مور او پلار درناوي
1.1.1.9 Relatives	X						۹.۱.۱.۱ اقارب	۹.۱.۱.۱ خپلوان

APPENDIX G MATHEMATIC SCOPE AND SEQUENCE

(SAMPLE)

Grades 1-6	Grades / صنف						صنوف ۱ - ۶	تولگی ۱ - ۶
English	1	2	3	4	5	6	دری	پشتو
1 Number and Number Theory							۱ اعداد و نظریه اعداد	۱ اعداد او د اعدادو نظریه
1.1 Counting							۱.۱ شمار کردن :	۱.۱ شمیرل :
1.1.1 Counting from 0-99							۱.۱.۱ شمار کردن اعداد از (۰ تا ۹۹)	۱.۱.۱ د اعدادو شمیرل له (۰ تر ۹۹) پوری
1.1.2 Counting up to 999							۲.۱.۱ شمار کردن اعداد تا ۹۹۹	۲.۱.۱ د اعدادو شمیرل تر ۹۹۹ پوری
2 1.1.3 Counting up to 9999							۲.۱.۱ شمار کردن اعداد تا ۹,۹۹۹	۲.۱.۱ د اعدادو شمیرل تر ۹۹۹۹ پوری
1.1.4 Counting up to 99,999							۴.۱.۱ شمار کردن اعداد تا ۹۹,۹۹۹	۴.۱.۱ د اعدادو شمیرل تر ۹۹,۹۹۹ پوری
1.1.5 Counting up to 999,999							۵.۱.۱ شمار کردن اعداد تا ۹۹۹,۹۹۹	۵.۱.۱ د اعدادو شمیرل تر ۹۹۹,۹۹۹ پوری
1.1.6 Counting up to 9,999,999							۶.۱.۱ شمار کردن اعداد تا ۹,۹۹۹,۹۹۹	۶.۱.۱ د اعدادو شمیرل تر ۹,۹۹۹,۹۹۹ پوری
1.2 One- to -one correspondence							۲.۱ مطابقت يك - به - يك	۲.۱ يو - په - يو مطابقت
1.3 Ordinal and cardinal numbers							۲.۱ اعداد اصلی و ترتیبی	۲.۱ اصلی او ترتیبی عددونه

APPENDIX G SCIENCE SCOPE AND SEQUENCE

(SAMPLE)

Grades / صنف							بخش : علم حیات	برخه : علم حیات
English	1	2	3	4	5	6	Dari دری	Pashto پشتو
2.2.3 Scavengers and decomposers			X		X		۲.۲.۲ لاش خوران وتجزیه کننده گان	۲.۲.۲ لاش خورونکی اوتجزیه کوونکی
2.2.4 Food and community			X		X		۴.۲.۲ غذا و جامعه	۴.۲.۲ خواره او تولنه
2.2.4.1 Food webs			X				۱.۴.۲.۲ بافت غذایی	۱.۴.۲.۲ غذائی بافت
2.2.4.2 Ecosystems					X		۲.۴.۲.۲ ایکوسیستم	۲.۴.۲.۲ ایکوسیستم
2.2.4.2.1 Competitive and cooperative					X		۱.۲.۴.۲.۲ رقابتی و همکار	۱.۲.۴.۲.۲ سیالی گر او همکار
2.2.4.2.2 Population					X		۲.۲.۴.۲.۲ نفوس	۲.۲.۴.۲.۲ د خلکو شمیر (نفوس)
2.2.4.3 Biomas					X		۲.۴.۲.۲ بایومها	۲.۴.۲.۲ بایومونه
2.2.4.3.1 Land: tundra, taiga, temperate, Forest, tropical, rain, forest, grassland, desert.					X		۱.۲.۴.۲.۲ خشکه : منطقه سردسیر، جنگل، معتدل، منطقه بارده، حاره سبزه زار، دشت.	۱.۲.۴.۲.۲ وچه : سره سیمه معتدله حنګل، توده، بارده سیمه ویسیانه سیمه، او دسته.
2.2.4.3.2 Water: Fresh and salt					X		۲.۲.۴.۲.۲ آب : شیرین و شور	۲.۲.۴.۲.۲ اوبه : خوری او مالګنی